



Standards
& Testing
Agency

Key stage 1 English writing teacher assessment moderation

Self-led training resources: Exercise 1

2021

Contents

Introduction	3
Training exercise 1: Writing effectively and coherently (greater depth standard)	4
Overview	5
Your role	5
Activity 1: Considering the concept of composition in relation to a KS1 writer who has been identified as working at greater depth	5
Activity 1a: Clarity and purpose	5
Activity 1b: Defining coherence in context	133
Activity 2: Exploring writing in relation to the 'pupil can' statement 'The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'	155
Activity 2a: Scrutiny of greater depth writing	155
Activity 2b: Collating and considering evidence	200
Summary	222

Introduction

This set of activities is designed for completion by local authority (LA) moderators and moderation managers. It addresses knowledge and skills needed to support the moderation of key stage 1 (KS1) writing, as part of LA moderation visits.

The activities are designed for self-led learning, and for completion independently as part of moderators' training. They can also be used within group and trainer-led moderation sessions. Discussion and reflection with colleagues are central to the moderation process and opportunities to do this when using these materials will support effective training.

Training exercise 1: Writing effectively and coherently (greater depth standard)

- Securing thorough understanding of composition, coherence and audience in relation to pupils who are working at greater depth in writing
- Exploration of the ‘pupil can’ statement ‘the pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’


This exercise should take approximately 60-90 minutes to complete.

In addition to this exercise, you will need the following document, on screen or in hard copy:

- [Key stage 1 English writing teacher assessment \(TA\) framework.](#)

You can work through the activities and record your responses on a **hard copy** of this Exercise document.

If working **on screen**, you can use the accompanying Response document. This is editable and allows you to type and save your responses to some activities. To complete annotation activities, you will need to print out pieces A, B and C from the work of Pupil A.

The pen symbol  indicates that you should make notes in the spaces provided.

The pupil work examples used in this training are not full collections. Pupil scripts have been selected to demonstrate specific learning points. Some pupil scripts are taken from previous standardisation exercises.

Overview

After completing this exercise, you will have revisited knowledge and understanding of assessment criteria for writing via the ‘pupil can’ statements, with a particular focus on:

- refreshing understanding of work at the greater depth standard
- exploring how coherence relates to purpose and awareness of the reader
- building a picture of writing attainment to support a secure judgement
- reinforcing understanding of the standards through exploration of pupil work.

Your role

Your role as a moderator is to build a picture of what a child can do from the evidence that the teacher presents, benchmarked against your standardised knowledge of the framework. This is in order to validate, or challenge, a teacher’s assessment judgement. Determining a pupil’s understanding of purpose and the independent choices they make when crafting their writing for the reader is key.

Activity 1: Considering the concept of composition in relation to a KS1 writer who has been identified as working at greater depth

The national curriculum states that ‘Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar’. This relates to the ‘pupil can’ statement for ‘working at greater depth’: **‘The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’.**

Activity 1a: Clarity and purpose

Refer to Pupil A, Pieces A and B

With the above national curriculum reference in mind, consider how Pupil A’s writing demonstrates:

- awareness of the purpose of the task
- their knowledge of texts
- how they have considered the effect on the reader.

You may wish to **annotate** the writing samples and make **notes**.



Pupil A – Piece A: a story

Context: within the rainforest topic, the pupils explored 'The Kapok Tree' (Lynne Cherry). Pupils developed their planning skills by mapping the tale in various ways and were then given the challenge to create an alternative version. The pupil chose to write from the perspective of the tree. This piece continues over four pages.

In a tiny village called Cucklevine there were two boys called Tim and Steve was seven with his brown hair and eyes which were a brightly coloured brown. He was sometimes nervous but very brave and Tim was eight and he had blond hair he too was nervous and brave. One day bright summer's

day Tim and Steve were cycling through the woods when suddenly something caught their eye. Wow! It looked like a pebble but it was glowing. Wow! They carefully, slowly and gently picked it up. Instantly they disappeared in a PUFF of green smoke. HELP!! They cried as they wizzed through a green portal. WHAM!!! Both boys hit the ground in a very different wood. It was so dark that Steve walked into a tree angrily ^{shouted}, "Hey watch where you're going!"

Hello I'm a tree well a great Kapok^{Tree}. And I live in the most spektakular rain forest where there's happy noises everywhere as a lazy sloth gets lulled to sleep by the lovely song. Even I sometimes fall asleep by that music! The animals who live on me are TERRIFIC like the silent killer, boa constrictor that sneaks silently ~~thru~~ through my leaves. Spider monkeys climb up, up, UP right up to the top of me. They must be exhausted ~~when~~ when they get to the very top. I'M THAT TALL!!!! The sneaky jaguar hangs lazily in my ^{long} branches. One day

I was listening to the toucan's song ^{when} suddenly every where was silent. There was only one thing that made the forest like this... MAN! There was one coming straight towards me with something very extremely sharp in his hand. Chop! Chop! "Ow can you stop hurting me?" Chop, Chop "Ow, Ow, Ow I said ^{can} you stop hurting me? Hear me this time??"
"If you don't stop of the!" "If you cut me down most of the animals won't have a home!"
I squeaked but the man just sat down and soon enough he was fast asleep. Suddenly I heard leaves rustle & the boa constrictor had heard ~~me~~ our conversation and was now slithering down my trunk. When he was at the ~~most~~ bottom he went over to the mischievous man and said in his ear "Senyo please don't cut down the amazing Kapok tree ^{because} it's my home and home to lots of other animals who don't

want to be homeless so don't cut it down." Then
he slithered away "Phew" I said I'm glad he
didn't eat him. A few mins later a tiny
tree frog came hopping down my trunk, went over
to the man and said "Don't cut down my
home and don't make the other animals
homeless or we'll all become dinner instead
instead and I don't want to become dinner."
Then he ~~hopped~~ ^{hopped} away. Suddenly the
man opened one eye, then the other. Oh No
I thought prep, ~~prep~~ ^{animals} ~~prep~~ prepare to be hurt but
instead he dropped his axe and walked ^{out} ~~away~~
of the rain forest "woop y!!!!!!" I
shouted. After that he never came
back again and I continued to grow and to
make friends friends.



Pupil A – Piece B: a letter

Context: the pupils were asked to write a letter to Lynne Cherry, author of 'The Kapok Tree', to inform her of their favourite part of the story, and what they had discovered. Some of the pupils chose to ask questions. The letters were sent to the author.

Dear Lynne cherry,

I am ~~with~~ writing to you because your book tells us some amazing facts about the rainforest. I really enjoyed it! Did you enjoy writing it?

I never knew that if you cut down the trees the roots will wither and die and the forest will become a dry and dusty desert.

My ~~favorite~~ favourite part of the story was ~~over~~ when the sloth was talking in a SSSSSLLLLLOOOO WWWW, deep and lazy voice because it is funny and clever because a sloth is a lazy animal. I also like how you use some very interesting

adjectives like slithered instead of went because it sounds much more exciting than he went down the trunk of the tree and that is how a snake moves. Have you ~~with~~ written any more books? If you have I'd like to read them. I will try my best to tell people not to cut down trees but ~~just~~ ~~just~~ I should learn how to keep rainforests safe.

I can't decide ~~between~~ between a ~~poem~~ magnificent poster or a terrific powerpoint.
Can you help me choose? Also I love how you think animals depend on each other. I believe you because I have learnt about food chains and habitats at school.

Yours sincerely

You were asked to consider the following points in your annotations:

- awareness of the purpose of the task
- the child's knowledge of texts
- how the child has considered the effect on the reader.

Now consider the following questions.

How do these points influence the choices the writer has made within their writing?



How do these factors contribute to the effectiveness of the writing?



Now compare your notes from Activity 1 to the suggested points below.

Piece A (story)

Purpose – to entertain and retell the key points from the Kapok Tree

- establishing setting and characters
- discovery and exclamation for dramatic impact
- contrasting location – ‘bright summer’s day’ to ‘dark place’
- new location signalled by introduction of new character (Kapok Tree)
- adjectives and adverbs to describe animals and setting
- creating a story within a story
- mirroring the original tale
- revisiting previously mentioned characters to develop plot
- overall clarity so that sense is maintained

Piece B (letter)

Purpose – to inform, explain and request

- polite tone
- providing facts and information from the original text
- anecdotes of favourite part of the book and other likes
- reflecting upon the book and its impact on the writer as a reader
- understanding the message of the book and how they will use it
- asking questions as part of the conversational tone
- awareness of providing detail and the need to engage the reader

Activity 1b: Defining coherence in context

This activity focuses on the 'working at greater depth' statement: **'The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'**.

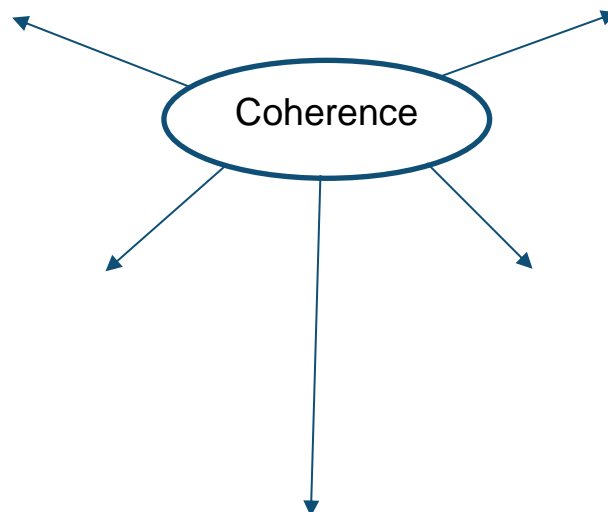
As we know, there are always some pupils who are beginning to show attainment and application of some of the working at greater depth skills, such as using the full range of KS1 punctuation or spelling most common exception words accurately or using suffixes. However, many of these learners do not necessarily show that they have met this first, significant 'pupil can' statement. It is important to **consider all statements for a standard**.

We are going to focus on the terms 'effectively' and 'coherently' in relation to purpose. It is difficult to separate them when making a final teacher assessment judgement but they both individually contribute to the broader standard.

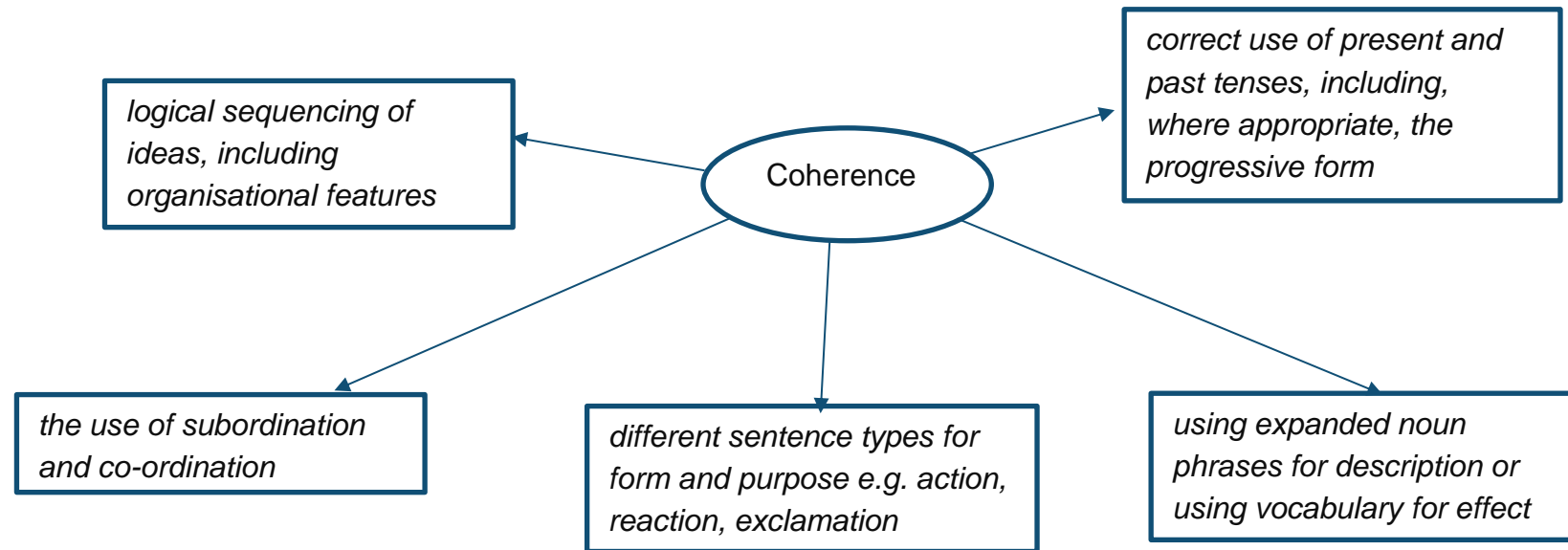
What are we expecting that a pupil will demonstrate in their writing?

Firstly, what do you consider are the key aspects of **coherence**?

Note your ideas below.



Coherence relates to clarity in writing, enabling a reader to understand what the writer is trying to say



When we consider the effectiveness of a piece of writing, while coherence is important, we place greater emphasis on how content, vocabulary and grammar help to meet the **purpose** of the writing, and the impact of this on the reader.

In each of the pieces in their collection, Pupil A has demonstrated that they can write effectively and coherently for different purposes. We will not be looking at each piece, but you may wish to do so. Identifying this evidence across several pieces of writing allows us to verify that this greater depth statement has been met. It is important to remember that you do not need to find evidence of all the elements of coherence given in the diagram in every piece of writing.

Activity 2: Exploring writing in relation to the 'pupil can' statement 'The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing'

Activity 2a: Scrutiny of greater depth writing

Now consider the extracts from Pupil A more closely. **Annotate** the sections with your thoughts on the way in which each piece builds up the whole picture to show how Pupil A:

- uses the key aspects of **coherence** and their increasing understanding of **purpose** to communicate effectively and have an impact on the reader
- draws on their reading to inform the **vocabulary** and **grammar** of their writing



Pupil A – Piece B: a letter

Hello I'm a tree well a great Kapok ^{tree} and I live in the most spektakular rain forest where there's happy noises everywhere as a lazy sloth gets lulled to sleep by the lovely song. Even I sometimes fall asleep by that music! The animals who live on me are TERRIFIC like the silent killer, boa constrictor that sneaks silently ~~tho~~ through my leaves. Spider monkeys climb up, up, U P right up to the top of me. They must be exhausted ~~wha~~ when they get to the very top. I'M THAT TALL!!!! The sleeky jaguar hangs lazily in my ^{long} branches. One day



Pupil A – Piece B: a letter (extract)

a lazy animal. I also like how you use some very interesting adjectives like slithered instead of went because it sounds much more exciting than he went down the trunk of the tree and that is how a snake moves. Have you ~~with~~ written any more books? If you have I'd like to read them. I will try my best to tell people not to cut down trees but ~~just~~ ^{at least} I should learn how to keep rainforests safe.



Pupil A – Piece C: a diary entry

Context: inspired by reading 'Vlad and the Great Fire of London' (Kate Cunningham) and 'The Baker's Boy and the Great Fire of London' (Tom and Tony Bradman) along with class drama, the pupils wrote diaries in the role of a child escaping the fire with their family. The pupil was familiar with diaries as they were currently reading 'Tom Gates' (Liz Pichon).

Sunday 2nd September 1666

Dear Diary,

Today was dreadful! It was four o'clock and I tumbled out of bed to see a thick ^{grey} cloud of smoke and the terrified ^{maid} ~~maid~~ shouting FIRE! & My ^{brave} ~~dad~~ ^{enormous} led us down ^{the} stairs to see the ^{fire} rushing up the stairs. MELP! I thought. So so we went ~~back~~ up

the wooden stairs and over to the top window. We climbed on to the ^{towering} ~~roofs~~. My dad jumped first then he quickly grabbed me ~~to~~ onto the other roof and then the rest of my scared family. I could feel the hot ^{and boiling} ~~glances~~ flames under me. We ~~ran~~ ~~down~~ ~~to~~ started so

Shouting fire! We ran out of the house to see the fire men ~~running~~ and lots of other people helping but it didn't work. We caught a ~~bad~~ boat just in time! ^{as the flames rose up} I wonder what ~~to~~ London looks like now? I hope it ends soon. I'm at my friend's ~~house~~ house now. I hope the fire isn't coming this way.

From T _____

Your notes may have included the points below.

Piece A: story

The piece is supported by features including:

- use of descriptive language (“...the silent silky boa constrictor...”)
- tenses used correctly
- dialogue (outside KS1 programme of study)
- co-ordination used to link ideas
- subordination used to provide additional detail of events and reasons.

In Piece A, the writer draws on reading and reflects the language of the original text, along with structural conventions and storytelling language from other texts, to develop characters and describe and make contrasts between events. The writer also provides variety and clarity for the reader with the sustained use of commands and questions.

Piece B: letter

The piece is supported by features including:

- tenses used correctly
- subordination to develop reasons
- clarity for the reader with the sustained use of direct questions.

In Piece B, the writer draws on reading and uses some of the text's original language and ideas to develop thoughts and ideas, whilst question forms are used to directly address the reader. There is an appropriate greeting and sign off.

Piece C: diary

The piece is supported by features including:

- the date and 'Dear Diary' and an ending
- a description of personal feelings appropriate to a diary
- tenses used correctly
- co-ordinating conjunctions linking events
- noun phrases providing detail.

In Piece C, the writer draws on reading to produce a diary that records and reflects upon events, with relevant details and emotions.

Reflection point: Are there any issues you have uncovered so far in this training? Any points that require clarification, or questions that have been raised? Record them here:



Activity 2b: Collating and considering evidence

Now read and reflect on the commentary for Pupil A.

Please note that for the purposes of this training, this is a commentary **only** for the ‘pupil can’ statement ‘write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing’. **It is important to remember that all statements need to be assessed and evidenced in order for the standard to be met.**

It is also important to remember that although there is no weighting attached to specific statements for a standard, the first ‘pupil can’ statement at the greater depth standard often requires a focus on the overall impact of the writing, as well as a focus on the detail of how this is achieved.

Many pupils may be **starting** to show attainment and application of some of the ‘greater depth’ skills, but many of these learners do not necessarily show they have met this first ‘pupil can’ statement.

Commentary – Pupil A

Across the collection, the pupil writes effectively for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Following a reading of ‘The Kapok Tree’ by Lynne Cherry, a story (piece A) was created from the perspective of the tree. A letter to the author (piece B) identifies the pupil’s favourite parts of a book and asks questions. Inspired by reading ‘Vlad and the Great Fire of London’ by Kate Cunningham and ‘The Baker’s Boy and the Great Fire of London’ by Tom Bradman, a diary entry (piece C) describes an escape from London.

In each of the pieces, coherence is supported by a range of organisational devices and other features of coherence for clarity.

In the story (piece A), the writing opens with a description of the setting and the 2 main characters before the storyline moves to a different setting, which includes dialogue. This provides variety and clarity for the reader, for example, statements (*Both boys hit the ground in a very different wood*), commands (*“Hey watch where you’re going.”*) questions (*“Ow can you stop hurting me?”*). This extended piece maintains coherence, making effective use of co-ordination to link ideas (*He was sometimes nervous but very brave... “Don’t cut down my home and don’t make the other animals homeless or we’ll all become dinner instead and I don’t want to become dinner”*). Subordination is used to provide additional detail of events and reasons (*HELP!! They cried as they wizzed through a green portal... “If you cut me down most of the animals won’t have a home.”... When he was at the bottom he went over... don’t cut down the amazing Kapok tree because it’s my home*). The pupil also uses a range of tenses. The story is told using the past tense,

both simple and progressive forms (*it looked like a pebble but it was glowing*) and the pupil successfully shifts to the present tense for dialogue.

The letter (piece B) also has an appropriate greeting and sign off. The pupil moves effectively between the past and present tense to explain to the author of the book the reason for writing the letter (*I am writing to you because your book tells us some amazing facts about the rainforest... I never knew that if you cut down the trees*) and what they like about the book (*My favourite part of the story was... I love how you think animals depend on each other*). Modal forms – not a KS1 requirement – are used to explain what the writer will do as a result of reading it (*I will try my best to tell people not to cut down trees but first I should learn how to keep rainforests safe*).

The diary entry (piece C) is structured with the date and ‘Dear Diary’ and ends with a description of personal feelings, appropriate to a diary. The pupil uses tenses correctly. The simple past tense is used principally to describe the events experienced by the boy and his family (*I tumbled out of bed... HEL! I thought*). At the end of the piece, the writing shifts appropriately into the present tense as the writer explains his current location and his thoughts (*I wonder what London looks like now?... I’m at my friend’s house now. I hope the fire isn’t coming this way*).

Across the collection, the pupil draws on their reading to inform the vocabulary and grammar of their writing.

In the story (piece A), the pupil successfully draws on the original tale of the Kapok tree, initially setting the scene and then writing from the tree’s perspective. The contrast between ‘the woods’ at home and the alternative reality of the Kapok tree is made clear (*WHAM!!! Both boys hit the ground in a very different wood*). Vocabulary is used effectively to paint a picture of the jungle (*silent silky boa constrictor that sneaks silently through my leaves... The sneaky jaguar hangs lazily in my long branches*) and reflect the language of the original text (*lulled to sleep... Chop, Chop “Ow, OW, OW... was now slithering*). Other story-telling language drawn from the pupil’s wider reading is used (*In a tiny village... One bright summer’s day... Spider monkeys climb up, up, UP right up to the top of me.... And soon enough he was fast asleep... Suddenly the man opened one eye, then the other*).

In the letter to Lynne Cherry (piece B), the pupil uses the author’s words (*the roots will wither and die... dry and dusty desert*) and refers to her ideas (*when the sloth was talking in a sssllllloooooowwww, deep and lazy voice... how you think animals depend on each other*). The pupil also provides reasons for their thinking using subordination (*because it is funny and clever because a sloth is a lazy animal... because I have learnt about food chains and habitats at school*). Questions are used to engage the reader and expand on the writer’s reason for asking (*Have you written any more books? If you have I’d like to read them... I can’t decide between a magnificent poster or a terrific powerpoint. Can you help me choose?*).

In the diary (piece C), the opening sentence sets the tone for the piece (*Today was dreadful!*) This is followed by additional detail about the anxiety and emotion felt by the writer which is presented through the use of well-chosen vocabulary (*I tumbled out of bed to see a thick grey cloud of smoke and the terrified maid shouting FIRE!.. We caught a boat just in time as the flames rose up... I hope the fire isn't coming this way*). Noun phrases provide specific detail about the events (*thick, grey cloud of smoke... steep stairs... enormas fire...hot and boiling flames*) bringing the reader closer to the action. Co-ordinating conjunctions link events (*he quickly grabbed me onto the other roof and then the rest of my scared family... lots of other people helping but it didn't work*).

Summary

This exercise should have strengthened your understanding and recognition of:

- how coherence in pupil writing relates to purpose and to an awareness of the reader, at the greater depth standard
- how evidence across a collection of pupil writing helps to build a picture of the standard for that work.